

State of Oregon
Department of Public Safety Standards and Training

NFPA Fire and Life Safety Educator II
Task Book

Task Book Assigned To:	
Name	DPSST Fire Service #
Agency Name	Date Initiated
Signature of Agency Head or Training Officer	Date Completed

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Additional copies of this document may be downloaded from the DPSST web site:
<http://www.oregon.gov/DPSST/FC/FireCertFormFree.shtml>

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Task Book Qualification Record Books (Task Books) have been developed for various certification levels within the Oregon Department of Public Safety Standards and Training (DPSST) system. Each Task Book lists the job performance requirements (JPRs) for the specific certification level in a format that allows a candidate to be trained and evaluated during one session. Successful performance of all tasks, as observed and recorded by a qualified and approved evaluator will result in the candidate's eligibility for DPSST certification.

To become certified at a specific level, the applicant must successfully complete the job performance requirements in sequence. Before a job performance evaluation can be taken, all requisite knowledge and skills must be satisfied. In addition, all relative Task Book evaluations must be checked off by the evaluator. When all prescribed requirements have been met, an application for certification will be forwarded to DPSST. All certificates are mailed to the Training Officer at his/her Fire Service Agency.

TASK BOOK SPECIFICATIONS:

To successfully complete a task book, only an evaluator certified as an NFPA Fire Officer at the candidate's specific level or higher may sign off on the JPR's. 'Requisite Knowledge' sections may be completed during class and signed by the instructor. 'Requisite Skills' sections must be conducted and signed at the candidate's fire agency.

NFPA TASK BOOK INFORMATION:

The JPRs covered in this Task Book meet or exceed all NFPA published standards for this certification level at the time of this publication. Mention of NFPA and its standards do not, and are not intended as adoption of—or reference to—NFPA standards. For more information on the complete job performance requirements and data, see the individual DPSST Task Book for that certification level.

HOW TO EVALUATE PERFORMANCE:

Each JPR has one corresponding box to the right in which to confirm a candidate's success. The evaluator shall indicate successful passing by the candidate of each JPR by initialing and dating (see example).

***A vertical line (|) to the left of the document indicates a change from the previous standard.**

EXAMPLE:

5.1.2 General Requisite Skills. Analyze community risk, design and manage programs, integrate prevention interventions to address community risk, create and lead a community risk reduction program, and work in collaboration with internal and external organizational members.



TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire and Life Safety Educator II

Prior to becoming certified in this position, the sample candidate must successfully complete the following Job Performance Requirements (JPR). The evaluator shall initial and date the appropriate box to indicate successful completion. For each JPR there are requisite knowledge and skill requirements. The evaluator must initial and date in the box provided to indicate the meeting of those requirements before the candidate may proceed.

5.1 General Requirements. The Fire and Life Safety Educator II (FLSE II) shall meet the JPRs defined in Sections 5.1 through 5.5.

5.1.1 General Requisite Knowledge. Planning process; local political process; leadership; applied learning theory; statistical analysis methods; resource identification and acquisition; networking, partnership, and coalition strategies; evaluation techniques; budget preparation and management; needs assessment.

5.1.2 General Requisite Skills. Analyze community risk, design and manage programs, integrate prevention interventions to address community risk, create and lead a community risk reduction program, and work in collaboration with internal and external organizational members.

5.2 Administration.

5.2.1 Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.

5.2.2 Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.

(A) Requisite Knowledge. Resource availability and cost, budget preparation, and management.

(B) Requisite Skills. Retrieve and organize past budget information, project income/expenditures, and prepare a budget.

5.2.3 Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.

(A) Requisite Knowledge. Public policy process, local fire and injury issues.

(B) Requisite Skills. Format policy, project possible outcome.

5.2.4 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.

(A) Requisite Knowledge. Local, state, and federal employment regulations; personnel evaluation techniques.

(B) Requisite Skills. Complete specific evaluation forms, document subordinate performance.

5.3 Planning and Development.

5.3.1* Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities.

(A) Requisite Knowledge. Content of reports and data, understanding of community risk assessment process, prevention interventions.

(B) Requisite Skills. Collect, analyze, and interpret data; establish and address priority risk issues.

5.3.2 Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.

(A) Requisite Knowledge. Planning and political process, group management and dynamics, meeting times and locations of existing coalitions, accessible facilities and reasonable accommodations, group process.

(B) Requisite Skills. Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort, facilitate small-group process.

5.3.3* Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider.

(A) Requisite Knowledge. Legal issues, department or agency policies for requesting resources.

(B) Requisite Skill. Write proposals.

5.4 Education.

5.4.1 Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

(A)* Requisite Knowledge. Data resources; information systems, including accessible formats and materials; learning theories; community risk reduction and prevention strategies; understanding of high-risk and special needs populations.

(B) Requisite Skills. Assemble information in specific format, generate written communication relevant to the needs of target population, locate resources to assist with specific challenges such as special needs populations and language issues.

5.4.2 Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed.

(A)* Requisite Knowledge. Lesson plan format, needs assessment, instructional methods and techniques.

(B) Requisite Skills. Design lesson plan, adapt lesson plan based on audience need.

5.4.3 Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

(A) Requisite Knowledge. Types of educational materials, instructional development, and graphics.

(B) Requisite Skill. Design educational materials.

5.4.4* Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of the given strategy are addressed.

(A) Requisite Knowledge. Needs assessment, evaluation instruments, educational methodology.

(B) Requisite Skills. Compile, organize, and evaluate educational program elements.

5.4.5 Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved.

(A) Requisite Knowledge. Educational methodology.

(B) Requisite Skills. Write specific objectives and lesson plans, analyze data.

5.5 Evaluation.

5.5.1 Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured.

(A) Requisite Knowledge. Evaluation methods.

(B) Requisite Skills. Collect data, analyze data, implement evaluation strategy.

5.5.2 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.

(A) Requisite Knowledge. Testing methods.

(B) Requisite Skills. Measure program outcome, validate testing instrument.

5.5.3 Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

(A) Requisite Knowledge. Statistical analysis methods and resources, evaluation techniques.

(B) Requisite Skill. Implement evaluation methods.